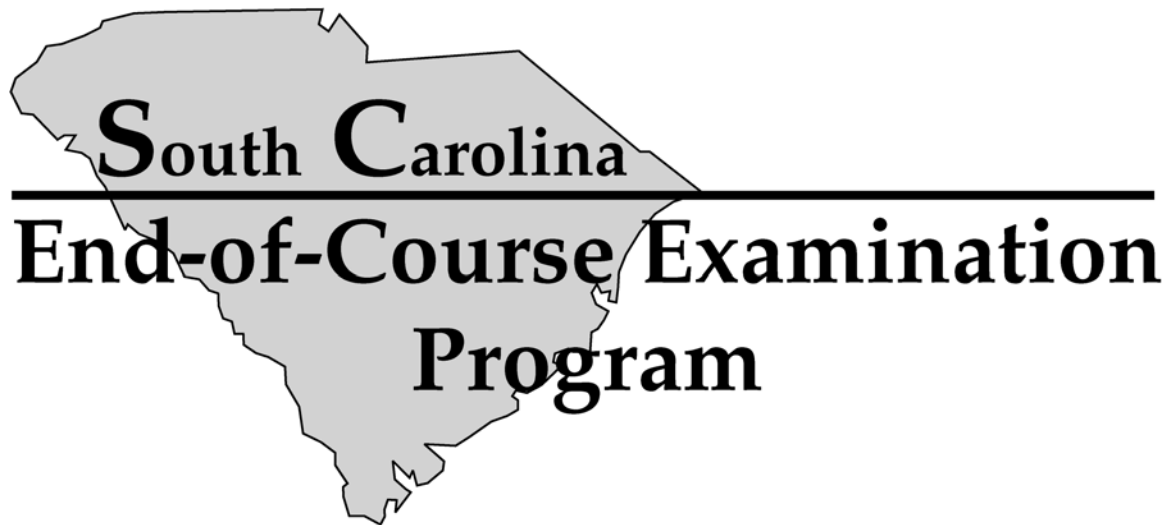


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Teacher's Guide

English 1 Examination

Issued by the
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Introduction

The South Carolina Education Accountability Act (EAA) of 1998 requires that end-of-course examinations be administered to students in gateway courses. In order to fulfill this EAA mandate, the State Department of Education (SDE) has instituted the South Carolina End-of-Course Examination Program (EOCEP).

The purposes and uses of the EOCEP tests are as follows:

- A. The tests promote instruction in specific academic standards for the particular courses, encourage higher levels of student achievement, and document the level of students' mastery of the curriculum standards.
- B. The tests serve as indicators of program, school, and school district effectiveness in the manner prescribed by the Education Oversight Committee in accordance with the provisions of the EAA.
- C. The tests are weighted 20 percent in the determination of students' final grades in the gateway courses.

The South Carolina end-of-course examinations are multiple-choice tests based on written test specifications that are directly linked to the South Carolina curriculum standards. The test questions are designed and constructed to specifically assess the skills, abilities, and/or knowledge-referenced in the standards. Care is taken in creating possible responses, so that each question has one correct answer and three incorrect options that represent common errors in reasoning. The test questions are not meant to be tricky: rather, they are designed to distinguish between those students who understand the concept or skill being tested and can apply their understanding and those students who have an incomplete or no understanding of the concept. Students who understand the concept will likely to choose the correct option, while those with an incomplete understanding are more likely to choose a plausible option because it is based on a common misconception.

All reading selections and test questions are carefully reviewed by content experts, language and testing experts, and South Carolina Content Review Committee members to ensure that each test question properly measures the intended standard. Test questions are carefully reviewed so that test-wise students cannot find unintended clues to the correct option. In addition, the South Carolina Sensitivity Review Committee scrutinizes the test to ensure that each question is free from bias with respect to race, gender, ethnicity, socioeconomic status, culture, and geographic region as well as content that would be offensive to any cultural, religious, or ethnic group. The items are then field-tested to further ensure item validity.

This teacher's guide has been developed to provide educators with important information about the EOCEP and to explain how it can be used effectively to strengthen teaching and learning in South Carolina. The guide provides a description of the test, its role in the

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EOCEP, and the course standards that guided its development. In addition, the guide provides sample questions and practical suggestions about how to prepare students for the examination.

The curriculum standards for the end-of-course examinations can be found at the Department of Education Web site:

http://www.myschools.com/offices/cso/english_la/standards/subject_band-e1-e4.pdf

The State Board of Education regulation about the EOCEP (R 43-262.4, “End-of-Course Tests”) can be found on the Office of Assessment’s Web site:

<http://myschools.com/offices/assessment>

A brief summary of the major components of the EAA is provided on the SDE Web site:

<http://www.sde.state.sc.us/archive/ednews/1998/98accact.htm>

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Part 1

Overview of the Examination

The test questions on the English 1 examination are aligned with the South Carolina English 1 course standards and are designed to assess students' mastery of these standards. These course standards—and therefore the examination questions—are divided into four strands: Reading, Writing, Communication, and Research. The strands are further subdivided into topics. For example, the Reading strand is subdivided into topic R1: Reading Process and Comprehension, R2: Analysis of Texts, and R3: Word Study and Analysis. See the Appendix for the complete text of the South Carolina English1 standards.

The English 1 examination is composed of fifty-five multiple-choice test items. Students are given sufficient time in the testing session to attempt every question on the test.

Basic Questions Teachers Have About the Examination and the EOCEP

Who decided what the examination covers?

The examination is based on the English 1 course standards that are set forth in the South Carolina English Curriculum Standards 2002. A committee of South Carolina educators and leaders developed these standards; questions to measure students' mastery of these standards were developed specifically for this examination.

Who takes this examination?

The examinations developed and administered through the EOCEP test the curriculum standards addressed in Algebra 1/Mathematics for the Technologies 2, English 1, Physical Science, Biology 1/Applied Biology 2, and US History and Constitution. Students (high school, adult education, or home school) enrolled in these courses or any other courses that address these curriculum standards must take the corresponding test. The test is a requirement regardless of whether the course is unit bearing.

When do students take the test?

Students take the test at the completion of the course. Each district determines a testing schedule within parameters set by the state.

How are home school students tested?

The end-of-course tests are part of the statewide testing program, and home school students approved by the district are required to participate. Students take the test during the first scheduled administration following completion of the course.

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Why do students have to take the examination?

The EAA requires the development of end-of-course examinations in the gateway courses. These examinations serve as indicators of program, school, and school district effectiveness, promote instruction in specific academic course standards, and encourage higher levels of student achievement. They may be used as final examinations for these courses. The test scores must comprise 20 percent of the students' final grades in these courses.

What accommodations are offered for students with disabilities?

Accommodations, modifications, and customized materials are available for the EOCEP for students with documented disabilities. For South Carolina assessment programs, the term “accommodation” is defined as a change in the testing environment, procedures, or presentation that does not alter in any significant way what the test measures and does not affect the comparability of scores. The purpose of accommodations is to enable students to participate in testing in a way that allows knowledge and skills rather than disabilities.

The following are examples of permissible testing accommodations:

setting—small group or individual administration,
timing—extended time, afternoon administration, frequent breaks in testing;
scheduling—administration of the test over several sessions or several days;
response options—alternate response modes, such as responding in the test booklets, using bold-line paper, typing responses, and nonverbal responses.

Modifications are available as appropriate. The term “modification” refers to any change in the testing process that could compromise the validity and alter the meaning and comparability of the test scores. Modifications are appropriate only for those students with disabilities who, owing to the nature of their disabilities, are unable to take the examination without modifications. The testing modifications should be the same as the modifications used by the student in routine instruction and assessment.

Appropriate customized materials such as large-print, braille, and script versions will be available, as needed, for operational (i.e., non-fieldtest) administrations of the end-of-course examinations.

Are there any essay questions on the test?

There are no essay questions on the test. All questions are multiple-choice.

Are a dictionary and thesaurus allowed during testing?

Neither a dictionary nor a thesaurus is allowed during testing because some questions on each test ask students to select the correct definition or synonym for certain words.

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Is the test timed?

The test is not timed. It is administered in a test session of approximately ninety minutes, which should be sufficient for all students to have the opportunity to attempt every question on the test. Test administrators are instructed to make every effort to give students sufficient time to complete the test.

How are the scores from the EOCEP factored into students' grades?

The results of the EOCEP examinations are used as 20 percent of a student's final grade in the course. Individual EOCEP scores are reported on the South Carolina uniform grading scale. The score reported is a scale score and not the percent correct.

As a teacher, what are my responsibilities with regard to the EOCEP?

On the first day of class, all students taking a course assessed by the EOCEP must receive a copy of the curriculum standards for that course. Teachers should incorporate these standards and the appropriate course content into their classroom curriculum. Part 2 of this guide contains sample examination questions intended to help you and your students become familiar with the style of the questions on the test.

The primary responsibility of teachers with regard to the EOCEP is preparing their students for the test by ensuring that they acquire concepts and the skills addressed in the relevant curriculum standards. Ongoing daily teaching strategies, such as asking probing questions and requiring student writing, along with student-teacher and student-student dialogue, contribute to this understanding more than multiple-choice practice items do.

Are there required readings for this test?

There are no required readings for this test; however, students should be familiar with a range of genres, including fiction, nonfiction, and poetry. See Part 2 for more information about the reading selections used in the test.

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Part 2

Sample Reading Selections and Test Questions

Reading Selections

Students will read eight to nine selections for the English 1 examination. The majority of questions on the English 1 examination will be based on these reading selections. Only a few questions on the test will be “stand-alone” questions that are not passage-based.

Reading selections will have a range of difficulty that is appropriate for students in English 1. All reading selections were approved by a Content Review Committee composed of South Carolina educators.

The following table shows the number and type of passages on the test.

Type of Selection	Number of Selections
Informational	2
Literary (includes two linked selections)	3–4
Speech	1
Writing	2

Informational selections are nonfiction articles. As the name indicates, these selections provide information on a topic.

Literary selections may include fiction, poetry, drama, or essays. Two of these selections will be **linked**, or grouped together. Some of the questions associated with these linked selections will ask students to compare or contrast the two selections.

The **speech** is a public address to a specified audience. It is typically a real-life example of public oratory.

Writing selections are short informational selections that contain errors in logic, grammar, punctuation, and other conventions.

On the following pages you will find sample reading selections. Please note that a small number of test questions on each examination will not be attached to a reading selection. These “stand-alone” questions can be answered by reading the question alone, or sometimes by reading the question and a short stimulus of one or two sentences.

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Sample Test Questions

This section contains sample test items that are representative of the questions used on the English 1 end-of-course examination. These questions are only a sample of what students should expect to encounter on the actual examination. The items illustrate the format, type, and approximate level of difficulty of the examination questions. For each sample question, the relevant strand, topic, and standard are identified, as well as the reading selection on which the item is based. The text describes content the item is testing, what the student should know to be able to answer the item, and an explanation of the correct and incorrect answers. In addition, information is included regarding other concepts that may be measured by the standard.

It is important to remember that different forms of the examination will contain different items that assess the same standard. The complete listing of the English 1 course standards appears in the appendix .

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Sample Informational Reading Selection

Canned Goods, Cattle, or Coin?

For centuries, cattle, food, or homemade products were commonly used to barter for goods and services that people needed. Around 2000 b.c., people began using metallic money to purchase goods. This money was often made of bronze ingots in the shape of cattle. The value of the bronze money was determined by the weight of each piece. This led to arguments over the accuracy of the scales used to weigh the coins. Consumers were concerned about whether the merchants were honest about the true value of their bronze pieces. Even though these problems developed, the design of the bronze objects created an interest among consumers, and bronze pieces continued to exist as currency, with continued changes and improvements.

Around 1000 b.c., people began to value gold and silver more than bronze, and they used these more valuable metals to make coins. Instead of shaping the gold and silver into cattle, they imprinted ornaments with the images of rulers. However, people were still troubled by how the value of their currency was determined. The same metal, when weighed by different merchants, could be given different values.

Not until around 800 b.c. were consumers provided currency that was already stamped with a particular value. These objects were made with a mixture of gold and silver, and each one was marked with a sign that signified its worth. People were finally able to trust the merchants' honesty when the metal objects were used to purchase goods. Even though these pieces were more successful than the previous ones, they were still crude and were not considered true coins.

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The first “true” coins were produced around 640 b.c. by a silversmith who hammered a punch through a sheet of electrum, an alloy used to create the coins. The face of a person or the figure of an animal was imprinted, along with a symbol to signify the value of each. This may seem to have been a good way to keep people from accusing others of cheating on the value of a coin, but the issue of honesty arose again when people started questioning the ratio of gold to silver in the coins. Other problems occurred as the use of coins increased.

As coins were used as currency, more and more people found ways to make counterfeit coins. These coins were made with cheaper metals and only shavings of gold and silver around the edges to make them look like the real coins. In the seventeenth century, coins were serrated to prevent counterfeiters from putting gold and silver shavings along the edges. Thus, counterfeiting became increasingly difficult.

In the United States, coins were made without the symbols of royal figures on them. No portraits were used until 1909, when the country decided to honor the centennial of Abraham Lincoln’s birth. The Lincoln penny was the first U.S. coin to have a portrait on it. The United States continued this practice with coins such as the Washington quarter in 1932 and the Jefferson nickel in 1938. With the use of portraits of important leaders, the United States continued an ancient tradition in coin making.

Coins continue to be an important part of modern currency. This ancient form of money has been changed and adapted to fit each society that has used it. It seems likely that we will be using coins for a long time to come.

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SAMPLE QUESTION 1

Strand: R Reading
Substrand: 1 Reading Process & Comprehension
Standard: .5: Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.

Reading Selection: Canned Goods, Cattle, or Coin?

1. Where would this article **most** likely be published?
- A. in a book promoting the use of barter over currency
 - B. in a report on the value of different currencies
 - C. in a book about ancient coins
 - D. in a magazine for young coin collectors

Key: D

This question focuses on identifying the appropriate format for the text presented. The correct answer is D because the audience for this text is most closely identified as young coin collectors.

The student might choose any of the other options because all seem relevant to the subject matter of this selection. However, only answer D provides an audience and format that fits the selection. The selection does not say a great deal about barter or value of currencies, nor is it mainly about ancient coins.

Other questions at standard R1.5 ask for the most appropriate format for a specific task.

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SAMPLE QUESTION 2

Strand: R Reading

Substrand: 2 Analysis of Text

Standard: .2: Demonstrate the ability to evaluate an author's use of stylistic elements such as tone, irony, and figurative language.

Reading Selection: Canned Goods, Cattle, or Coin?

2. Which technique does the author use to communicate the information on coins?

A. interviews with collectors

B. questions and answers

C. quotations from experts

D. statements supported by facts

Key: D

This question focuses on analyzing an author's technique in presenting specific information in the selection. The correct answer is D because the selection does not contain the other three techniques.

The student might choose any of the other three answers because the answers are all possible techniques for an informational article, but none of these approaches is used in the selection.

Other questions at standard R2.2 ask the student to analyze or identify an author's use of irony, tone, word choice, imagery, symbolism, flashback, foreshadowing, or figurative language.

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Sample Literary and Linked Reading Selections

When You Are Old

One example of a literary selection is William Butler Yeats' poem, "When You Are Old." This poem can be found online at:

<http://www.poets.org/poems/poems.cfm?45442B7C000C07060F7B>

The poem is linked with the following story, "The Match."

The Match

We always knew when Granddad was going to talk about the old days. He would lean forward conspiratorially, hands on his knees, elbows sticking out like the ends of a metal hanger. He would get an odd, distant look in his eyes, as if he could see into the past. Shelly ran for cover when Granddad got like that, but some of us liked to hear his stories. We'd stop whatever we were doing and turn all our attention to him. Sometimes he would surprise us by telling a story we *hadn't* heard before; but, even when he launched into one of his old, familiar yarns, he always managed to throw in a new bit, something to keep it interesting. His favorite stories, the ones he seemed to derive the most satisfaction from, were the ones about the rascally things he and his "buddies" used to do in high school.

One otherwise boring afternoon, Granddad was in the middle of telling us again about the time he and Sumner accidentally got locked inside of an old garage. He had had to stand on Sumner's shoulders in order to reach the skylight. Then he hoisted himself up onto the roof where a nearby, vigilant neighbor mistook him for a robber and called the cops. We always laughed at that one.

"Have I ever told you kids about Marie Stockholm?" Granddad solemnly asked.

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“No,” we murmured. I knew all of Granddad’s stories, and I’d never heard about Marie Stockholm.

Granddad chuckled like he always did whenever he recalled those distant memories. “Marie Stockholm was the best tennis player in the whole state,” he began. “She won all the tournaments and was very well-known back in the day. When I met her, she was still a freshman at West High School, where she’d already caused quite a stir with her legendary backhand. I was playing for Davis High, and boy, did I think I was hot stuff back then. I won thirteen matches in a row the season I played Marie. Some people say thirteen is an unlucky number, but I never had any such superstitions . . . until I met Marie.

“Marie had beaten all the other female tennis players in the state, so they decided to let her play against the boys. Now, this is going back some, when it was still considered rude not to open a door for a lady. It was deemed downright ungentlemanly to try to beat a gal at a sport. No matter—it was what I was supposed to do. The regional play-offs had come down between West High and Davis. I was representing my school and Marie hers. It was a perfect day, no wind and just enough cloud cover that you didn’t have to squint. I’d never seen Marie before, just heard about her unstoppable serve and, of course, that notorious backhand. I took the court and there she was at the other end. She looked exactly like one of my little sisters—petite and delicate, complete with long, mahogany ringlets tied back behind her visor. I couldn’t believe that such a proper-looking lass had wreaked such havoc upon the courts of the tri-county region! I served and Marie volleyed it back with such ferocity that it was all I could do to get within three feet of the ball as it whizzed right past me.

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“I took it in stride, smiling like the gentleman I fancied myself to be. I figured those watching would think I was being nice by letting this poor girl win. But I knew Coach Anderson wouldn’t be fooled. He knew when I was flailing, and flailing I was that entire match. It looked so easy for her, like she wasn’t even trying. I managed to get in a few decent games, but the hard truth was she was winning. Coach Anderson hissed in my ear how the honor of the whole school was on the line. I pulled out all the stops and did my utmost to win that match. It was fruitless; Marie outplayed me fair and square. I could tell the coach wasn’t pleased. His face was like a freshly squashed tomato.

“‘I couldn’t let her lose, coach,’ I tried explaining to him. ‘It wouldn’t have been very chivalrous.’

“But coach wasn’t fooled. He told me to hang my head and ruminate on what had happened. They don’t make coaches like that anymore. For Coach Anderson, it was all about winning, not ‘having fun,’ like it is nowadays. . . .”

Granddad’s voice trailed off. We waited for a punch line, but none was forthcoming.

“I tell you, though,” he said after a minute in which he seemed to relive the entire match in his mind. “Secretly, I was happy she’d won. If it was necessary for me to get beaten by someone, I’m glad it was by Marie Stockholm.”

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SAMPLE QUESTION 3

Strand: R Reading

Substrand: 2 Analysis of Text

Standard: .2: Demonstrate the ability to evaluate an author's use of stylistic elements such as tone, irony, and figurative language.

Reading Selection: The Match

3. Based on the character of the grandfather, which word **best** describes the tone of the stories he usually tells to the grandchildren?

A. daring

B. dramatic

C. light-hearted

D. tedious

Key: C

This question focuses on identifying a word that describes the tone of a selection. The correct answer is C because the stories told by the grandfather are all cheerful.

The student might choose any of the other answers because all seem plausible words to describe the tone of a story, but none of these words apply to this selection.

Other questions at standard R2.2 ask the student to analyze or identify an author's use of irony, tone, word choice, imagery, symbolism, flashback, foreshadowing, or figurative language.

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SAMPLE QUESTION 4

Strand: R Reading

Substrand: 2 Analysis of Text

Standard: .5: Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction.

READING SELECTION: THE MATCH

4. What is the effect of having the story told from the grandchild's point of view?
- A. It allows the reader to understand why the grandchild decides to play tennis.
 - B. It gives the reader deeper insight into the feelings of Marie Stockholm.
 - C. It allows the reader to see the grandchild's warm feelings for her grandfather.
 - D. It gives the reader a clearer sense that the grandfather is not telling the truth.

Key: C

This question focuses on the effect of the author's choice of narrator. The correct answer is C because the grandchild's narration reveals that the child finds grandfather and his stories to be interesting and enjoyable.

The student might choose answer D, because the grandfather is referred to as telling "tall tales," but there is no indication that the grandfather's story is untrue. Answer A is not supported in the text; there is no mention of the grandchild playing tennis. The student might choose answer B because Marie Stockholm plays an important role in the story, but this answer is not supported by the text either.

Other questions at standard R2.5 ask the student to evaluate how a selection might be different if given a different narrator.

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SAMPLE QUESTION 5

Strand: R Reading

Substrand: 1 Reading Process & Comprehension

Standard: .2: Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

Reading Selection: When You Are Old/The Match

5. Which statement **best** describes a connection or relationship between both selections?
- A. Both concern a character's successes.
 - B. Both concern a character's memories.
 - C. Both focus on a lively story.
 - D. Both focus on a rejected lover.

Key: B

This question focuses on identifying a relationship or connection between the two texts. Answer B is correct because in both texts memory is important. In "When You Are Old" the "you" of the poem is presented as remembering her life when she was younger, and in "The Match" Granddad is remembering his tennis match against Marie Stockholm.

The student might choose answer A, but neither text concerns the successes of a character.

Other questions at standard R1.2 ask students to compare or contrast two passages in terms of tone, purpose, characters, or other aspects of literary texts.

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SAMPLE QUESTION 6

Strand: R Reading

Substrand: 1 Reading Process & Comprehension

Standard: .2: Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.

Reading Selection: When You Are Old/The Match

6. Which word **best** describes the older person in “When You Are Old” and the grandfather in “The Match”?

A. discouraged

B. regretful

C. satisfied

D. sentimental

Key: D

This question focuses on identifying a connection between a speaker and a character in the two texts. Answer D is correct because both characters express a sentimental point of view about the past.

The student might choose answer B because it has the same general sense of concern about past events as D, but it does not apply to either character. The student might choose answer C by misreading the passage.

Other questions at standard R1.2 ask students to compare or contrast two passages in terms of tone, purpose, characters, or other aspects of literary texts.

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SAMPLE QUESTION 7

Strand: R Reading

Substrand: 2 Analysis of Text

Standard: .4: Demonstrate the ability to compare and contrast authors' styles on the basis of such elements as word choice and sentence structure (syntax).

Reading Selection: When You Are Old/The Match

7. How do the two selections differ in style?
- A. "When You Are Old" has more dialogue than does "The Match."
 - B. "When You Are Old" has more informal language than does "The Match."
 - C. "When You Are Old" has more action than does "The Match."
 - D. "When You Are Old" has a more complex sentence structure than does "The Match."

Key: D

This question focuses on contrasting two selections in terms of author's style. The correct answer is D because the poem's sentence structure is more complex than that of the story.

The student might choose any of the other answers because they mention differences that apply in general to these selections (dialogue, informal language, and action), but these incorrect answers reverse the two selections.

Other questions at standard R2.4 ask the student to identify similarities or contrasts between two selections in terms of the author's style.

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SAMPLE QUESTION 8

Strand: R Reading

Substrand: 2 Analysis of Text

Standard: .6: Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres.

Reading Selection: When You Are Old/The Match

8. Which statement(s) **best** compares the time frames of both selections?

A. “When You Are Old” takes place over the course of an imaginary two days in the past.
“The Match” mainly takes place over the course of a week in the past.

B. “When You Are Old” takes place during an imagined moment in the future.
“The Match” mainly takes place during a remembered event in the past.

C. Both selections take place over the course of a single year.

D. Both selections take place in the present but look to the future.

Key: B

This question focuses on comparing the two selections in terms of their time frames. Students must understand when the actions described in the selections take place. The correct answer is B. In “When You Are Old,” the speaker imagines the “you” of the poem during a moment in old age, and in “The Match” Granddad remembers a tennis match against Marie Stockholm.

The student might choose any of the other answers because all are plausible time frames for a poem or story, but none of the other answers is accurate.

Other questions at standard R2.6 ask the student to compare and/or contrast two selections in terms of internal structures such as speaker or narrator, conflict, genre, and setting. If the selections are two poems, students may be asked to distinguish the difference between different verse structures and rhyme schemes, including the distinction between free verse and formal verse.

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Sample Speech

Gerald R. Ford: Remarks on Taking the Oath of Office as President

On August 8, 1974, President Richard M. Nixon, a Republican, announced his decision to resign the presidency effective at noon the next day. Nixon's resignation came as a result of the Watergate scandal stemming from a 1972 break-in of the Democratic National Committee offices at the Watergate office complex in Washington.

At 12:03 P.M. the following day, Chief Justice Warren E. Burger administered the oath of office to Gerald R. Ford, a fellow Republican who had been appointed vice president a year earlier. Following the oath, the new president spoke briefly from the East Room of the White House. His remarks were broadcast live on radio and television to a nation that had just watched a teary-eyed Nixon depart as the first president ever to resign.

Mr. Chief Justice, my dear friends, my fellow Americans:

The oath that I have taken is the same oath that was taken by George Washington and by every President under the Constitution. But I assume the Presidency under extraordinary circumstances never before experienced by Americans. This is an hour of history that troubles our minds and hurts our hearts.

Therefore, I feel it is my first duty to make an unprecedented compact with my countrymen. Not an inaugural address, not a fireside chat, not a campaign speech—just a little straight talk among friends. And I intend it to be the first of many.

I am acutely aware that you have not elected me as your President by your ballots, and so I ask you to confirm me as your President with your prayers. And I hope that such prayers will also be the first of many.

If you have not chosen me by secret ballot, neither have I gained office by any secret promises. I have not campaigned either for the Presidency or the Vice Presidency. I have not subscribed to any partisan platform. I am indebted to no man, and only to one woman—my dear wife—as I begin this very difficult job.

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I have not sought this enormous responsibility, but I will not shirk it. Those who nominated and confirmed me as Vice President were my friends and are my friends. They were of both parties, elected by all the people and acting under the Constitution in their name. It is only fitting then that I should pledge to them and to you that I will be the President of all the people.

Thomas Jefferson said the people are the only sure reliance for the preservation of our liberty. And down the years, Abraham Lincoln renewed this American article of faith asking, "Is there any better way or equal hope in the world?"

I intend, on Monday next, to request of the Speaker of the House of Representatives and the President pro tempore of the Senate the privilege of appearing before the Congress to share with my former colleagues and with you, the American people, my views on the priority business of the Nation and to solicit your views and their views. And may I say to the Speaker and the others, if I could meet with you right after these remarks, I would appreciate it.

Even though this is late in an election year, there is no way we can go forward except together and no way anybody can win except by serving the people's urgent needs. We cannot stand still or slip backwards. We must go forward now together.

To the peoples and the governments of all friendly nations, and I hope that could encompass the whole world, I pledge an uninterrupted and sincere search for peace. America will remain strong and united, but its strength will remain dedicated to the safety and sanity of the entire family of man, as well as to our own precious freedom.

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I believe that truth is the glue that holds government together, not only our Government but civilization itself. That bond, though strained, is unbroken at home and abroad.

In all my public and private acts as your President, I expect to follow my instincts of openness and candor with full confidence that honesty is always the best policy in the end.

My fellow Americans, our long national nightmare is over.

Our Constitution works; our great Republic is a government of laws and not of men. Here the people rule. But there is a higher Power, by whatever name we honor Him, who ordains not only righteousness but love, not only justice but mercy.

As we bind up the internal wounds of Watergate, more painful and more poisonous than those of foreign wars, let us restore the golden rule to our political process, and let brotherly love purge our hearts of suspicion and of hate.

In the beginning, I asked you to pray for me. Before closing, I ask again your prayers, for Richard Nixon and for his family. May our former President, who brought peace to millions, find it for himself. May God bless and comfort his wonderful wife and daughters, whose love and loyalty will forever be a shining legacy to all who bear the lonely burdens of the White House.

I can only guess at those burdens, although I have witnessed at close hand the tragedies that befell three Presidents and the lesser trials of others.

With all the strength and all the good sense I have gained from life, with all the confidence my family, my friends, and my dedicated staff impart to me, and with the good will of countless Americans I have encountered in recent visits to 40 States, I now

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solemnly reaffirm my promise I made to you last December 6: to uphold the Constitution, to do what is right as God gives me to see the right, and to do the very best I can for America.

God helping me, I will not let you down. Thank you.

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SAMPLE QUESTION 9

Strand: R Reading

Substrand: 1 Reading Process & Comprehension (R1)

Standard: .4: Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of author's bias.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

9. Which statement **best** evaluates Ford's bias in the speech?

- A. Ford is unbiased, objectively describing his situation as the new president.
- B. Ford is clearly biased against Nixon and describes Nixon's misdeeds in detail.
- C. Ford shows some bias in favor of Nixon, asking the country to pray for the former president.
- D. Ford is unbiased, detailing his own mistakes as a politician as well as those of other politicians.

Key: C

This question focuses on evaluating a speaker's bias. The correct answer is C since this is the only statement that is supported by the text. Ford asks the country to pray for President Nixon and expresses appreciation and sympathy for him.

The student might choose answers A or D by assuming that an unbiased approach is present; however, as a fellow Republican, Ford is at least somewhat biased. The student might choose answer B by misjudging the sense of the speech; Ford does not describe Nixon's misdeeds in detail.

Other items at standard R1.4 ask the student to identify a sentence from a text that represents the author's bias, or to identify a biased or non-biased newspaper headline about a certain event or topic.

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SAMPLE QUESTION 10

Strand: C Communication

Substrand: 1 Speaking

Standard: .1: Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

10. What would be the **most** effective opening line of a speech for President Ford to use when addressing the United States Congress?

- A. I'm not sure how I will do as president, but I will do my best.
- B. Mr. Speaker, members of Congress, I am honored to address you.
- C. Dear fellow politicians, I want you to know what we will be doing next.
- D. Well, President Nixon is a hard act to follow, but here goes.

Key: B

This question focuses on choosing appropriate language for a specific purpose in a speech. The correct answer is B because it is the most appropriate opening of the four choices.

The student might choose answer C because it sounds more appropriate than the overly informal answers A or D; however, answer C is not as respectful an opening as is B. A and D also fail to inspire confidence in the speaker.

Other questions at standard C1.1 focus on appropriate tone, presentation strategy, or audience for a given topic or situation.

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SAMPLE QUESTION 11

Strand: C Communication

Substrand: 1 Speaking

Standard: .3: Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

11. In the speech, which of the following does President Ford do **most** effectively?

- A. argues for a change in several important policies
- B. compares viewpoints on a controversial issue
- C. contrasts modern and traditional views on a subject
- D. presents a positive perspective at a difficult time

Key: D

This question focuses on analyzing a speaker's use of oral language. The correct answer is D because it is closest to describing the overall purpose of this selection.

The student might choose answer A or B because the situation might seem to call for a discussion of change and controversy, but these answers are not supported by the selection. Answer C is a possible purpose for a speech, but it is not supported by the selection.

Other questions at standard C1.3 ask the student to supply the overall purpose of a speech or to analyze a specific excerpt for its relationship to the overall purpose.

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SAMPLE QUESTION 12

Strand: C Communication

Substrand: 1 Speaking

Standard: .5: Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

12. If you were giving a speech intended to persuade people that Ford would be an important and effective president, which would **most likely** serve as an effective conclusion?

- A. Ford did the best he could with what he was given.
- B. So you see now why Ford is by far my favorite president.
- C. Ford will be remembered in history for doing a lot of things while he was in office.
- D. Ford will long be remembered for renewing the nation's confidence in the presidency.

Key: D

This question focuses on choosing an appropriate closing for a speech given a specific situation and purpose. The correct answer is D because it is the most respectful and gives the most persuasive closing to the speech.

The student might choose answers B or C because both seem to have a positive tone, but neither is specific enough to be a better answer than D. Answer A is not a persuasive closing for a speech in the given situation.

Other questions at standard C1.5 ask the student to identify an appropriate introduction to a speech given a specific situation.

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Sample Question 13

Strand: R Research

Substrand: 2 Gathering Information and Refining a Topic

Standard: .2: Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

13. Which source would **most** likely provide accurate information on the Watergate scandal?

- A. court records related to the scandal
- B. a historical novel about the scandal
- C. political cartoons related to the scandal
- D. your relatives' memories of the scandal

Key: A

This question focuses on determining a credible research source. The correct answer is A because it is the source that provides the most accurate information for the topic. Court records are historical documents that would be more reliable and authoritative.

The student might choose any of the other answers because they seem like sources of good information, but none of the other choices would provide reliably accurate information.

Other questions at standard RS2.2 ask the student to identify sources that would be most (or least) likely to provide biased information.

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SAMPLE QUESTION 14

Strand: R Research

Substrand: 2 Gathering Information and Refining a Topic

Standard: .2: Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

14. Which source would provide information with the **least** amount of bias about the Watergate scandal?

- A. biographies of Gerald R. Ford
- B. memoirs of Richard M. Nixon
- C. opinions of current politicians
- D. transcripts of Congressional hearings

Key: D

This question focuses on selecting a source that would likely provide bias-free information. The correct answer is D because it is the only source that provides strictly factual information.

The student might choose any of the other answers because all sources seem to be reliable sources for an informative essay. But none of the other choices would provide information as likely to be bias-free as answer D. Although bias might be present in any of the hearings, the transcripts themselves would simply record what was said without any other commentary. It is also likely that the hearings would have involved people with a variety of viewpoints on the issues involved.

Other questions at standard RS2.2 ask the student to determine a credible research source based on a specific research task.

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SAMPLE QUESTION 15

Strand: R Research

Substrand: 2 Gathering Information and Refining a Topic

Standard: .4: Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.

Reading Selection: Gerald R. Ford: Remarks on Taking the Oath of Office

15. Which historical source would provide the **most** information about how the Watergate scandal was discovered?

- A. business memos
- B. government brochures
- C. newspaper articles
- D. policy statements

Key: C

This question focuses on determining sources that would likely provide the greatest amount of relevant information on a research topic. The correct answer is C because it is the only source likely to contain the relevant details needed for this research task.

The student might choose answer B because it contains information published by the government, but it is not likely to outline the facts of the scandal. Likewise, answers A and D would likely not contain enough information relevant to the research task.

Other questions at standard RS2.4 ask the student to choose a source that would provide the most relevant information for a given research task.

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Sample Writing Selection

An Astonishing Feat

(1) Erik Weißenmayer has the distinctive honor of being the first blind man to make it to the top of Mount Everest. (2) Born with a rare eye disease called retinoschisis, he was completely blind by the age of thirteen. (3) His father instilled in Erik a love of hiking by taking him on numerous expeditions and gave him the opportunity of attending adventure camps for the blind, where he learned to mountain climb.

(4) Erik maintains that he is not really a great risk-taker yet prepares and participates in calculated risks. (5) Erik greatly enjoys music as well. (6) Erik's ultimate challenge was realized in 2001 when he and his fellow climbers made it to the top of Mount Everest. (7) How did Erik accomplish such an incredible achievement? (8) Not only is he in top mental and physical shape, but also he has devised his own system of climbing. (9) Working with two adjustable poles, Erik leans on one. (10) And he scans in front of himself with the other. (11) He has an acute sense of hearing. (12) This enables him to climb by listening to the footsteps of his companions and to a bell tied to the climber ahead of him.

(13) Since the altitude of Mount Everest's summit is over 29,000 feet, severe storms were recurrent. (14) On their expedition, Erik and his teammates encountered some difficulties. (15) At one point during the treacherous climb, the temperature dropped drastically because of driving snow and thunderous winds. (16) Eventually, the weather cleared, obstacles were overcome, and the team reached the summit.

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SAMPLE QUESTION 16

Strand: W Writing

Substrand: 1 The Writing Process

Standard: .2: Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.

WRITING SELECTION: AN ASTONISHING FEAT

16. Where is the **most** logical place to put sentence number 13?

- A. immediately after sentence 14
- B. immediately after sentence 15
- C. immediately after sentence 16
- D. correct as is

Key: A

This question focuses on identifying the correct placement of a sentence in the selection in order to improve the logical progression of ideas. The correct answer is A because sentence 13 relates a detail of the difficulties experienced by the climbers.

The student might choose answer B because “storms” seems related to “thunderous winds.” However, sentence 13 would more logically precede sentence 15 as an introduction of a specific cause of difficulties; placement after sentence 15 would also interrupt the connection between that sentence and sentence 16. The student might choose answers C or D because of a misunderstanding of the meaning of the passage or an inability to create logical progression of ideas in a paragraph. C and D are incorrect because sentence 13 does not make a logical introduction or conclusion to the paragraph.

Other questions at standard W1.2 ask the student to identify a sentence in the selection that interrupts the logical flow of ideas or to select the best way to revise a transitional phrase in a selection.

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SAMPLE QUESTION 17

Strand: W Writing
Substrand: 1 The Writing Process
Standard: .2: Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.

WRITING SELECTION: AN ASTONISHING FEAT

17. Which sentence interrupts the logical progression of ideas?

- A. sentence 5
- B. sentence 6
- C. sentence 7
- D. sentence 11

Key: A

This question focuses on identifying a sentence from the selection that does not fit in the overall logical progression of ideas. The answer is A because music is not mentioned elsewhere in the selection.

The student might choose answer C or D because both of these sentences seem unrelated to the paragraph's main topic, but both sentences fit the logical progression of ideas. Answer B is part of the selection's main topic.

Other questions at standard W1.2 ask the student to identify a sentence in the selection that interrupts the logical flow of ideas or to select the best way to revise a transitional phrase in a selection.

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SAMPLE QUESTION 18

Strand: W Writing

Substrand: 1 The Writing Process

Standard: .3: Demonstrate the ability to develop an extended response around a central idea, using relevant supporting details.

Writing Selection: An Astonishing Feat

18. Which sentence provides the **most** support for the central idea that Erik Weißenmayer is an extremely creative individual?

A. sentence 4

B. sentence 7

C. sentence 8

D. sentence 14

Key: C

This question focuses on identifying a sentence from the selection that provides the most support for one of the main ideas of the selection. The correct answer is C because the sentence provides factual evidence that supports the idea given in the stem.

The student might choose answer A or D because these sentences provide general descriptions of Weißenmayer or the difficulties he faced, but they do not support the stated idea. Answer B is incorrect because sentence 7 asks a question and does not support the central idea that Erik Weißenmayer is a creative individual.

Other questions at standard W1.3 provide the student with four statements that could possibly be added to the selection; the student must select the statement that best supports a particular idea from the selection.

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SAMPLE QUESTION 19

Strand: W Writing

Substrand: 1 The Writing Process

Standard: .4: Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.

Writing Selection: An Astonishing Feat

19. Which sentence **most** effectively combines sentences 9 and 10?

(9) Working with two adjustable poles, Erik leans on one. (10) And he scans in front of himself with the other.

- A. Working with two adjustable poles, Erik leans on one, he scans in front of himself with the other.
- B. Working with two adjustable poles, Erik leans on one, scans in front of himself with the other.
- C. Working with two adjustable poles, Erik leans on one, when he scans in front of himself with the other.
- D. Working with two adjustable poles, Erik leans on one and scans in front of himself with the other.

Key: D

This question focuses on rewriting text by combining sentences. The correct answer is D because it is the only grammatically correct sentence of the four choices.

The student might choose any of the other options because all have the same basic structure. However, all of the other options combine the sentences with an inappropriate conjunction or no conjunction.

Other questions at standard W1.4 require students to select the best revision of a sentence or portion of a sentence. For example, the question may ask, “What is the **best** way to revise sentence 9?”

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SAMPLE QUESTION 20

Strand: W Writing

Substrand: 1 The Writing Process

Standard: .4: Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration, conferencing, and self-evaluation.

Writing Selection: An Astonishing Feat

20. Which sentence **most** effectively combines sentences 11 and 12?

(11) He has an acute sense of hearing. (12) This enables him to climb by listening to the footsteps of his companions and to a bell tied to the climber ahead of him.

- A. He has an acute sense of hearing, which enables him to climb by listening to the footsteps of his companions and to a bell tied to the climber ahead of him.
- B. He uses his acute sense of hearing, while climbing by listening to the footsteps of his companions and to a bell tied to the climber ahead of him.
- C. He has an acute sense of hearing, this enables him to climb by listening to the footsteps of his companions and to a bell tied to the climber ahead of him.
- D. He uses his acute sense of hearing to climb by listening to the footsteps of his companions and to listen for a bell tied to the climber ahead of him.

KEY: A

This question focuses on rewriting text by combining sentences. The correct answer is A because it is the only grammatically correct sentence of the four choices.

The student might choose any of the other options because all have the same basic structure. However, all of the other options combine the sentences with an inappropriate conjunction or no conjunction.

Other questions at standard W1.4 require students to select the best revision of a sentence or portion of a sentence. For example, the question may ask, “What is the **best** way to revise sentence 9?”

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Part 3

Preparing Your Students for the Examination

Here are some classroom strategies you can employ to help prepare your students for the English 1 end-of-course examination.

- A. Ensure that your instructional practices are aligned with the examination by
 - placing appropriate emphasis on the content and process standards that are assessed and on any standards in your course outline that support the assessed standards; and
 - supplementing the standard textbook with other instructional materials, particularly if specific standards or genres are not adequately covered in the textbook.
- B. Ensure that your instructional practices are sufficient to prepare your students for the examination by
 - incorporating ongoing cumulative review on a regular basis;
 - incorporating into your instruction reading selections from a variety of genres, including those mentioned in Part 2 of this guide; and
 - asking open-ended questions such as these: “Why?” “How do you know?” “Can you explain your reasoning?”
- C. Rather than practicing for the test, incorporate classroom assessments that probe students’ understanding by
 - focusing on standards-based instruction as the key to doing well on this assessment;
 - using meaningful classroom assessments that reflect the standards you teach in your classroom; and
 - adjusting instruction in response to classroom assessment results.
- D. Ensure that your students are sufficiently familiar with the format of the examination by
 - sharing specific information about the structure of the examination.
- E. Ensure that your students are sufficiently motivated to take the examination by
 - sharing information about the purpose and importance of the examination; and
 - sending notes home to enlist parental support for student preparation.

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Part 4

Raising Student Achievement Levels

You can use these teaching strategies to help raise your students' achievement level on the English 1 examination.

- A. Correlate your course outline with the standards.** Become thoroughly familiar with the standards and their relationship to the course outlines for English 1. If certain standards are not included in your course outline but are assessed on the examination, you should incorporate those standards into your outline. Course emphasis should be placed on the English 1 course standards and the English topics that directly tie to the standards. Recommended outlines for English 1 are available on-line at <http://myschools.com/Offices/CSO/ima/EngIHD.cfm>. The English 1 standards may be found at <http://myschools.com/offices/cso/standards/ela/>. Be sure to include the literary genres covered by this test along with other genres you use in your teaching.
- B. Collaborate with other teachers in your school.** Discussions with colleagues are critical for aligning curriculum and assessment; such dialogues make it possible to systematically review any inconsistencies between what is being taught and the standards that are being assessed. After such discussions, teachers generally are better able to make adjustments in what they emphasize and de-emphasize, what terms they use, and how and when they present specific aspects of the curriculum.
- C. Incorporate multiple-choice and constructed-response questions into your unit tests and quizzes.** Since students are already tested and quizzed on an ongoing basis, one of the more straightforward strategies for raising achievement is to ensure that ongoing tests and quizzes include questions that are similar to those students will face on the end-of-course examination. Generally, well-written multiple-choice questions contain, as the alternative options, the most common mistakes students make. Instead of simply giving your students the correct answers, take time after any test or quiz to explain why they may have selected the incorrect options. Even though the test uses multiple-choice questions, the skills being measured are often better assessed using writing assignments, essay questions, and other constructed-response assessments.
- D. Develop action plans for your department.** Every school and every department is different. Strategies that are needed in one place may not be needed in another. Some schools may have already implemented and institutionalized some strategies, and therefore need to focus on others. For these reasons, departments are encouraged to develop their own action plans that reflect existing conditions and needs. Written action plans with objectives, activities, timelines, and assigned responsibilities are effective ways to move forward. Study the results of reports to improve instruction and achievement.

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Appendix

South Carolina Course Standards for English 1

Reading Strand	
READING PROCESS & COMPREHENSION	
R1	The student will integrate various cues and strategies to comprehend what he or she reads.
R1.2	Demonstrate the ability to make connections between a text read independently and his or her prior knowledge, other texts, and the world.
R1.4	Demonstrate the ability to evaluate the clarity and accuracy of information as indicators of the author's bias .
R1.5	Demonstrate the ability to define the purpose of a variety of communication formats such as poetry, drama, fiction, essays, business letters, memos, instructions, policy statements, user manuals, lab reports, and Web sites.
R1.8	Demonstrate the ability to draw conclusions and make inferences .
ANALYSIS OF TEXT	
R2	The student will use a knowledge of the purposes, structures, and elements of writing to analyze and interpret various types of texts.
R2.2	Demonstrate the ability to evaluate an the author's use of stylistic elements such as tone, irony, and figurative language.
R2.3	Demonstrate the ability to compare and contrast universal literary themes as they are developed in works in a variety of genres .
R2.4	Demonstrate the ability to compare and contrast the authors' styles on the basis of such elements as word choice and sentence structure (syntax) .
R2.5	Demonstrate the ability to describe with specific examples how the narrator's point of view or the author's choice of narrator affects a work of fiction .
R2.6	Demonstrate the ability to use a knowledge of internal structures to compare selections from works in a variety of genres .
R2.8	Demonstrate the ability to analyze the impact of conflict (internal and external) on plot and character in a literary work.
WORD STUDY AND ANALYSIS	
R3	The student will apply a knowledge of word analysis strategies to determine the meaning of new words encountered in reading material and use them correctly.
R3.2	Demonstrate the ability to use context analysis to determine the meanings of unfamiliar or multiple-meaning words .
R3.3	Demonstrate the ability to use a general dictionary, a specialized dictionary, and a thesaurus.
R3.4	Demonstrate the ability to use analogies , idioms , and words with precise connotations and denotations in a variety of oral, written, and graphic presentations.

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Writing Strand	
THE WRITING PROCESS	
W1	The student will apply a process approach to writing.
W1.1	Demonstrate the ability to choose a topic, generate ideas, and use oral and written prewriting strategies.
W1.2	Demonstrate the ability to generate drafts that use a logical progression of ideas to develop a topic for a specific audience and/or purpose.
W1.3	Demonstrate the ability to develop an extended response around a central idea , using relevant supporting details.
W1.4	Demonstrate the ability to revise writing for clarity, sentence variety, precise vocabulary, and effective phrasing through collaboration , conferencing , and self-evaluation .
W1.5	Demonstrate the ability to edit for language conventions such as spelling, capitalization, punctuation, agreement, sentence structure (syntax) , and word usage .

Communication Strand	
SPEAKING	
C1	The student will use speaking skills to participate in large and small groups in both formal and informal situations.
C1.1	Demonstrate the ability to use language, vocabulary, images, sensory details, and presentation techniques including multimedia that are appropriate for the purpose and audience .
C1.3	Demonstrate the ability to use oral language to inform, to analyze, to explain, to persuade, and to compare and contrast different viewpoints.
C1.4	Demonstrate the ability to use effective organizational strategies, techniques, and methods including technology to develop oral presentations.
C1.5	Demonstrate the ability to choose appropriate patterns of organization to inform and to persuade in oral presentations.
C1.9	Demonstrate the ability to conduct interviews and to participate in reading and writing conferences.

Research Strand	
SELECTING A RESEARCH TOPIC	
RS1	The student will select a topic for exploration.
RS1.1	Demonstrate the ability to ask questions to guide his or her research inquiry.
RS1.2	Demonstrate the ability to ask questions to investigate all aspects of a topic, including various viewpoints regarding it.
GATHERING INFORMATION & REFINING A TOPIC	
RS2	The student will gather information from a variety of sources.
RS2.1	Demonstrate the ability to distinguish between primary and secondary sources .
RS2.2	Demonstrate the ability to evaluate the credibility of sources, including consideration of accuracy and bias .
RS2.4	Demonstrate the ability to gather and evaluate information for its relevance to his or her research questions.
RS2.5	Demonstrate the ability to refine a topic and ask additional questions based on the information that he or she has gathered.